

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Sandy George

Official School Name: Mount Airy High School

School Mailing Address: 1011 N. South Street
Mount Airy, NC 27030-2851

County: Surry State School Code Number: 862312

Telephone: (336) 789-5147 E-mail: sgeorge@mtairy.k12.nc.us

Fax: (336) 719-2341 Web URL: http://www.mtairy.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Darrin Hartness Ed.D. Superintendent e-mail:
dhartness@mtairy.k12.nc.us

District Name: Mount Airy District Phone: (336) 786-8355

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Wendy Carriker

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	76	74	150
3	0	0	0		10	79	67	146
4	0	0	0		11	56	56	112
5	0	0	0		12	55	58	113
Total in Applying School:								521

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
13 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	24
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	44
(3)	Total of all transferred students [sum of rows (1) and (2)].	68
(4)	Total number of students in the school as of October 1, 2009	524
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 14

Number of languages represented, not including English: 6

Specify languages:

Spanish, Hmong, Russian, Romanian, Portuguese and Russian.

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 219

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%
 Total number of students served: 86

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>65</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>65</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 14:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	96%	96%	95%	95%	95%
Teacher turnover rate	11%	13%	17%	14%	18%
High school graduation rate	85%	82%	81%	80%	95%

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rate for Mount Airy High School has hovered above 12%, during 4 of the past 5 years, for the following reasons: (a) reduction in workforce due to the budget, (b) retirement, and (c) teachers were promoted or took positions outside the classroom.

In 2006-07, North Carolina changed the method of calculating the graduation rate to a Cohort model, where students are tracked for four years (from their entrance into grade 9 until graduation). This provides the state with an actual count of the number of students graduating with a diploma in 4 years. Prior to this change, the graduation rate was determined by taking the number of students in grade 12 divided by the number of graduates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>127</u>
Enrolled in a 4-year college or university	<u>42%</u>
Enrolled in a community college	<u>48%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>8%</u>
Military service	<u>2%</u>
Other	<u>0%</u>
Total	<u>100%</u>

PART III - SUMMARY

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Located in the foothills of the Blue Ridge Mountains, Mount Airy, North Carolina is a small town where citizens value honesty, safety, and education. Mount Airy is mostly residential with some small businesses benefiting from the success of local tourism. Many of the factories that once employed a large number of residents have closed due to the local and global economy, resulting in an unemployment rate of greater than 10%. However, despite the many changes in Mount Airy over the years, there is one place that remains a fixture in the town and in the hearts of the people: Mount Airy High School.

Rich in tradition, Mount Airy High School has been an establishment of education for 115 years. The school values its academic achievements as well as its strong community ties. Athletic events are usually filled with members of the community who come to support the only high school in town. It is not uncommon to see Mount Airy High School students volunteering for local organizations such as the American Red Cross, Habitat for Humanity, and the Salvation Army. The students and staff of Mount Airy High School continuously work to strengthen the partnership with the community. Through our Internship Program, Occupational Studies Courses, as well as extracurricular organizations, our students share the vision of serving as active participants in a twenty-first century community.

While the faculty and staff are all accomplished contributors to the field of education and to the school, Mount Airy High School's greatest success stories are a direct result of our students. The small student body is filled with talent in academics, athletics, and the arts. Since its establishment, Mount Airy High School athletics has won twenty-six team state championships and thirty-seven students have earned an individual state championship award. Academically, students continue to excel on state and national tests. Mount Airy High School was a 2010 Honor School of Excellence as results on state testing improved from 81.1% proficient in 2008-2009 to 91.6% proficient in 2009-2010. Mount Airy High School also received the Signature School Award, presented by the Piedmont Triad Education Consortium, and was ranked in the top 3% of high schools nationally by US News and World Report. The cohort graduation rate of 85% ranks the school in the top ten in North Carolina for the last three years. Student SAT scores have consistently been above the state and national average and performance on the state testing for Career and Technical Education courses topped the state results with a number one ranking. In addition to a stellar educational experience, the graduating class of 2010 earned more than \$1.4 million in scholarships and funding for college.

In order to completely understand the significance of these milestones, the composition of the student body must be analyzed. While Mount Airy High School is predominantly homogenous in ethnic make-up, there are outliers within the majority. Forty-two percent of the student body qualify for free and reduced lunch. Sixteen percent of students receive Exceptional Children services. Mount Airy High School is home to students that natively speak 6 different languages which challenge the English Language Learners program. This diversity proves to be a hallmark as Mount Airy High School continues to progress toward excellence. In 2008, 26% of students in Mount Airy live below the federal poverty level.

Excellence for Mount Airy High School has been identified through our mission statement that is displayed in the lobby as visitors enter the building and is regularly communicated to the students and faculty. "Mount Airy High School will provide a safe, positive, respectful, environment in which students and staff can concentrate on furthering the education and well being of students who will graduate to become active citizens and life-long learners." With these elements ever-present in the daily routine of the 21st Century classroom, Mount Airy High School continues to be a trademark of excellence and a symbol of the utmost quality within the public school system.

1. Assessment Results:

When analyzing assessment results, there is one major trend that can be observed. Comparing the 2006-2007 school year with the 2009-2010 school year, proficiency on both English I and Algebra I End of Course Tests increased by more than 15%. There are many factors that can be used to explain such significant progress in student achievement. Administrators and teachers carefully analyzed available data to properly place students in classes and carefully track and monitor student performance. Professional Learning Communities were established to allow teachers in each content area to have adequate time to discuss struggling learners, effective teaching practices, as well as benchmark assessment. The newly implemented formative assessment training has equipped teachers with valuable tools to carefully and frequently monitor student comprehension and adjust instruction as necessary. The staff of Mount Airy High School reference test data and current educational research to not only ensure that every student achieve proficiency within a course, but that the student also grows in performance within a content area.

Data for 2009-2010 school year does not indicate an achievement gap of 10 or more percentage points between the test scores of all students and the test score of any subgroup. While 16% of the student body receive services from the Exceptional Children's program and more than 42% of the students qualify for free and reduced lunch, our proficiency rate in these subgroups remains high. However, a more in-depth analysis of each subgroup dating back to the 2006-2007 school year demonstrates Mount Airy High School's ability to ensure the success of all students. For example, during 2006-2007 the African American student population was 50% proficient in Algebra I compared to a school-wide proficiency rate of 80%. Recognizing this discrepancy and the need to close the gap, Mount Airy High School adjusted the use of formative assessment while analyzing data to better serve this subgroup. In the most recent year's data, the African American subgroup proved to be 86% proficient, a 36% gain within the subgroup and only a 9% difference with the school's overall proficiency rating in Algebra I (95%). Likewise, Mount Airy High School saw a drastic improvement within the Hispanic subgroup in English I scores. After a proficiency rate of 33% in 2006-2007, this subgroup increased performance in 2009-2010 to a rate of 90%. A 44% achievement gap was narrowed to less than 3% in 2009-2010. These accomplishments are attributed to frequent tracking and monitoring of these students within tested areas.

Achievement Level Descriptors: The state of North Carolina scores performance on all state tests by four levels. A score of a Level III indicates that a student has "met the standard" and is considered proficient in the area of study. The achievement levels for End of Course Tests are as follows:

Level I: Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area and show minimal conceptual understanding.

Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area and show inconsistency in conceptual understanding.

Level III: Students performing at this level consistently demonstrate mastery of the subject matter and skills, are well prepared for a more advanced level in the content area, and generally show conceptual understanding.

Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter, are very well prepared for a more advanced level in the content area, and show a high level of conceptual understanding.

Information regarding Mount Airy High School's state assessment results can be found at <http://www.ncreportcards.org>.

2. Using Assessment Results:

Mount Airy High School uses a variety of formative and benchmark assessments to provide data about individual students, curriculum strengths and weaknesses, as well as achievement of state and national curriculum goals. Administrators work closely with the central office to disaggregate all available data throughout the school year and to develop strategies for improving student and school performance. Administration then communicates this information to individual teachers and helps them develop instructional plans to improve upon assessment data.

Teachers and administrators continuously reference available assessment data in order to make data-driven decisions regarding the placement of students into both honors level and exceptional children's classes. Each year, teachers are presented with data notebooks containing the previous school year's assessment results. This information is broken down by department, course, classroom teacher, and state objective. Predictor scores are also provided for each student. The school uses an assessment data system called Education Value-Added Assessment System (EVAAS) to gather these scores. This data allows administrators and teachers to work together to calculate each student's growth in a specific subject, and to develop learning goals which will enhance the future growth of the student. It is the goal of Mount Airy High School that all students not only meet proficiency requirements as set forth by the state, but also grow in their achievements and knowledge of the content tested.

Teachers analyze assessment results individually, as well as in departmental Professional Learning Communities. The PLC will develop benchmark tests using test data for gateway courses, and analyze student performance on these tests to adapt instruction and enhance student learning. Professional Learning Communities also develop yearly goals based on assessment data, and collaboratively discuss strategies for achieving these goals. It is a priority of the faculty of Mount Airy High School to utilize all available data to continuously improve upon teaching and learning in our school.

3. Communicating Assessment Results:

Mount Airy High School communicates student performance and assessment data to the school community, parents, and students in a variety of ways. The small size of Mount Airy High School and the community, allows for a more personal teacher-student and parent-teacher relationship. Each semester teachers are required to foster these relationships by making contact with the parents of every student in their classes. Contact logs are maintained and conferences are scheduled. Academic standing is relayed to parents every three weeks through progress reports, and phone calls are made based upon an individual's needs. Report cards are distributed every six weeks to summarize student progress for the grading period. Social media, such as Facebook and Twitter as well as the school website, is used to ensure that parents are aware of the distribution of grading reports. The use of current technology provides another avenue for Mount Airy High School to convey pertinent information to parents and the community.

The Guidance Department also develops personal relationships with the students and parents of Mount Airy High School. Each student and parent individually meets with a guidance counselor to discuss course offerings, scheduling, and PSAT/SAT results. Guidance counselors speak with students about end-of-course testing and the North Carolina graduation requirements.

Personal Education Plans are developed for at-risk and struggling learners to pinpoint areas of concern and set goals for the successful completion of academic courses. Parents are to review the education plans, and provide feedback if necessary. The Exceptional Children's Department serves the students and parents through Individual Education Plans. Annual reviews are held to track progress, and ensure academic goals are being met.

After End of Course testing is completed and approved by the State Board of Education, the Governor releases the State Report Card. Parents are given a copy of the report card, which outlines the performance of Mount Airy High School in all tested areas. The school has a designated Public Information Officer, who is responsible for contacting local media outlets to communicate assessment results.

4. Sharing Lessons Learned:

Mount Airy High School recognizes the valuable resources present within the current faculty. Teachers are encouraged to attend professional conferences and return to share the information learned to the individual departments or the entire faculty. For example, this past year select faculty members received training in Positive Behavioral and Instructional Support during a week-long seminar. Through the training, this group developed strategies to improve areas of the school and presented the challenges to the faculty for feedback.

Mount Airy High School's academic departments provide specialized training for other schools within the district. Recently, the Mathematics Department visited Mount Airy Middle School to conduct a workshop regarding the effective use of technology within the mathematics classroom. Mount Airy High School also hosts annual transition meetings that link middle and high school teachers to discuss strategies to enhance student learning. During these informational conferences, teachers share behavioral, academic, and social characteristics of each individual student that will be transitioning into high school the next school year. Collaborating with the feeder schools of Mount Airy helps to streamline the educational journey of the students served.

Mount Airy High School is willing to share the strategies that drive the success of the school. For instance, the administrative team recently presented to the Piedmont Triad Educational Consortium as well as the Governor's Crime Commission regarding the stellar graduation rates that Mount Airy High School has achieved over the past three years. In addition, other school systems within North Carolina have visited Mount Airy High School to witness first-hand the tactics demonstrated by the state-renowned Career and Technical Education Department.

It is the belief of Mount Airy High School that education should not be confined to the walls of a school. Students and teachers benefit from understanding the importance of being a lifelong learner. The opportunity to share in the development of an ever-changing educational paradigm ensures Mount Airy High School will remain committed to excellence.

1. Curriculum:

The faculty of Mount Airy High School carefully plan lessons based on the North Carolina Standard Course of Study for each subject, with reference to national curriculum standards as well. Lessons are planned, implemented, and assessed based on 21st century learning objectives and are customized to provide a rigorous engaging learning experience that demonstrates relevance to real-world applications. A variety of instructional resources including the iPod touch, classroom sets of laptops, Smart Boards, and Symposiums are available to differentiate lessons. Instruction is delivered in various formats such as collaborative grouping, lecture, and peer tutoring. Teachers are trained to assess frequently using formative assessment techniques and to use summative assessment data to improve instruction.

English: Four units of English are required for graduation, with all four courses being offered at the standard and honors levels. While literature is a focus in each course, writing is also emphasized each year. English I, taken in a student's freshmen year, is a survey of all genres of literature. English II, taken in the sophomore year of study, focuses on world literature. Students also take the North Carolina Writing Test at this time. English III is a study of American literature, while English IV, taken during the senior year, focuses on British literature. Mount Airy High School requires all seniors to successfully complete a graduation project, which includes a research paper, portfolio, and presentation on an approved topic of choice. Enrichment courses of Journalism, Yearbook and Teacher Cadet are available through the department each year. Two Advanced Placement courses in English Language and English Literature are also offered to students who desire the opportunity to study on a college level.

Mathematics: Mount Airy High School offers seven different courses in mathematics. Four units of mathematics are required of all students. Algebra I can be taken in one semester or as a year-long course, Foundations of Algebra and Algebra I. Likewise, Geometry can also be taken in one semester or split into two semesters, Foundations of Geometry. Algebra II and Advanced Functions and Modeling are the next two courses offered in sequence. For the more advanced learners who desire a challenge, Honors Pre-Calculus, Honors Calculus, and Advanced Placement Calculus are available. Mount Airy High School also has excellent courses for students who require a deeper mathematical foundation. Students are placed in Pre-Algebra based on EVAAS data and teacher recommendation if they are identified as struggling mathematics students. Our Exceptional Children's Department also provides inclusion services and enrichment opportunities through computer-based programs such as Accelerated Math.

Science: The science courses offered include: Earth and Environmental Science, Biology, Chemistry, Physics, Physical Science, Honors Anatomy and Physiology, Honors Biology II, and Advanced Placement courses in Biology and Environmental Science. Courses are taught using collaborative groups, scientific inquiry, and laboratory experiments. A focus on hands-on learning while implementing real-world applications ensures our students an in-depth understanding of the world around them.

History: In an ever-changing cultural landscape, it is essential that students gain an understanding of the present social world which is based upon the foundations of the social past. The History Department at Mount Airy High School achieves this through our offerings of both regular and honors World History, Civics and Economics, U.S. History, Honors and Advanced Placement U.S. History, and Advanced Placement Modern European History.

Arts: The students of Mount Airy High School have the opportunity to expand their educational experiences with courses offered through the Visual and Performing Arts Department. Visual Art I fulfills a graduation requirement which allows the students to explore a variety of arts media and design. Subsequent classes of Art II, Honors Art III, Honors Art IV, as well as Advanced Placement Art expand on a journey toward a career-oriented student. The performing arts are well-represented by our course

offerings in Marching and Concert Band, Music Appreciation, Chorus, Show Choir, Advanced Placement Music Theory, and Theater Arts I,II,III, IV.

Physical Education: The Physical Education Department requires each student to complete a Health and Physical Education course which covers both physical and mental health. In partnership with local law enforcement, a Pathways curriculum has been developed to assist with additional educational goals of substance abuse, consumer health and safety, first aid, and family planning. Courses are also offered in Physical Fitness, and Strength and Conditioning.

Foreign Language: The classroom courses offered in the Foreign Language Department include Spanish I and II. Honors credit is awarded to students completing Spanish III and IV, and additional languages are offered through the North Carolina Virtual Public High School. Currently, enrichment opportunities are available to students through our new Rosetta Stone Program.

2. Reading/English:

Mount Airy High School recognizes the importance for students to have strong literacy skills in the areas of reading, writing, and communication. It is required for all students to complete one English course each academic year. Each course focuses on a different genre of literature while emphasizing the improvement of writing skills. The English Department provides guidance regarding the effective implementation of writing across the curriculum. Such collaboration among departments promotes success for students on the North Carolina Tenth Grade Writing Assessment.

The English Department uses a variety of instructional tools when planning and delivering lessons. Resources such as MacBooks, iPod touches, multimedia presentations, and traditional print help to engage students while providing necessary instruction. English III offers the students the opportunity to conduct an in-depth research project on a topic of choice. During the senior year, all students participate in a graduation project, which is fulfilled within the course of English IV. This experience encourages students to explore different avenues of communication using various instructional tools to discover a unique style of writing.

Utilizing the Wilson Reading Program, contemporary novel units, collaborative grouping, and informational text, Mount Airy High School addresses the needs of students who read below grade level. The Reading Foundations class provides scaffolding for students that are not yet prepared for the rigor found in an English I classroom. Students are placed in this course based upon testing data and teacher recommendation.

A specific Exceptional Children's course, Individual Curriculum, allows for intense focused instruction in reading and written expression. The curriculum goals are developed to foster achievement based upon the student's Individual Education Plan. The English Language Learners work closely with the resource teachers and classroom teachers to ensure continued support throughout the curriculum.

3. Mathematics:

The mathematics curriculum at Mount Airy High School is outlined by the North Carolina Standard Course of Study. The state curriculum standards afford the students the opportunity to study a breadth of mathematical concepts in each course. As the student advances to a higher-level course, a deeper study of the same concepts is presented. Teachers in the Mathematics Department are also knowledgeable of the national standards set forth by the National Council for Teachers of Mathematics (NCTM) as well as the Common Core Curriculum Standards, and make every effort to align daily lessons with these standards. Courses offered include Pre-Algebra, Foundations of Algebra, Algebra I, Foundations of Geometry, Geometry, Algebra II, Advanced Functions and Modeling, Honors Pre-Calculus, Honors Calculus, and Advanced Placement Calculus. The Mathematics Professional Learning Community (PLC) meets weekly to discuss struggling learners and effective teaching strategies as well as to develop and analyze benchmark tests. These benchmark tests help to pinpoint the students and concepts that need extra

attention. The department also uses detailed EVAAS data provided by the administration to schedule students for the appropriate classes, track students, and adjust instruction for the curriculum standards that resulted in the lowest percentiles based on the previous year's testing data. The PLC uses this test data to set goals for performance on upcoming End of Course Tests.

Individual mathematics teachers offer tutoring to students several times a week either before or after school. A supportive learning environment is created by each teacher that supports student involvement, collaborative learning, as well as the implementation of technology into lessons. Multiple representations of the mathematical concepts are presented in order to ensure the understanding of the material by all students, including those who are struggling to perform at grade level. In addition, the Exceptional Children's Department has implemented a program to supplement and scaffold regular classroom learning. This program utilizes computer-based instruction through the Accelerated Math Program. Inclusion is also in place, as needed, in the Algebra I, Geometry, and Algebra II classrooms.

4. Additional Curriculum Area:

Mount Airy High School's desire to promote lifelong learning extends beyond the school campus. The Science Department helps to enhance this commitment by visiting both elementary schools within the district. Science Day allows the high school students to design lesson plans, including hands-on activities, to excite younger students about all aspects of science. This opportunity also encourages and challenges the high school students to incorporate and apply lessons learned in their high school science classes. Positive relationships are formed, and students are given the opportunity to be active citizens in accordance with the Mount Airy High School Mission Statement.

Instruction within the science classroom is designed to allow students to make real-world connections with hands-on activities. iPod touch and Global Positioning Systems provide visual and current feedback to observe constantly changing environmental issues. Each science course incorporates laboratory work, in-depth analysis, and model construction to help promote student inquiry. For example, Chemistry students design and create methane rockets. This experiment to help demonstrate combustion reactions culminates with a class-wide rocket launch. Differentiated instruction has made science courses more accessible to lower performing students, and increased student interest in taking these courses.

A dedicated Science Department plans and implements instruction with the attitude that all students have the potential to be a scientist. This potential is exemplified when each student creates a Science Fair project to enter into the school Science Fair. Students develop a question and use the scientific method to conduct an experiment. Classroom teachers work closely to monitor student progress and provide feedback. With a goal-oriented model based on the North Carolina Standard Course of Study, science classes at Mount Airy High School challenge and inspire the 21st Century Learner.

5. Instructional Methods:

The role of differentiated instruction has been a focus of professional development and a priority at Mount Airy High School over the past several years. It is essential that student needs are met through various forms of instruction. Not only are strategies provided to be successful in the classroom, but areas for social and personal improvement are also addressed through teachers that have a passion for the students that walk the halls.

Mount Airy High School has undergone intense training in the field of differentiated instruction. The school recognizes the importance of small-group work, hands-on activities, and peer tutoring. The Art Department frequently utilizes peer-to-peer tutoring to assist the struggling learner. Through peer monitoring and constructive criticism, the challenges that face an under-performing artist can be reduced. The English Department engages students in many opportunities that allow for creativity such as reenactments of Canterbury Tales, one act plays of Shakespeare, and a field trip to a Renaissance Festival.

Mathematics is an area that many times is overlooked when implementing differentiated instruction. However, at Mount Airy High School, a recent Advanced Placement Calculus class created small group videos that summarized the concepts of the course in a creative and unique way to help recruit future students that might otherwise be fearful of the intense requirements.

Mount Airy High School has recently implemented Project iLearn. Through this initiative, students are provided with a personal iPod touch and classroom sets of MacBooks are available for teachers to check out and use for instructional purposes. The applications that are downloaded on the student devices offer instructional tools that aid in classroom engagement in all content areas. This technology appeals to multiple learning styles and ability levels. Tutorials and translation software are especially helpful for English Language Learners and students who are struggling in a course. The applications on the iPod touch provide a visual, audible, and tangible supplement to everyday instruction.

6. Professional Development:

The faculty of Mount Airy High School promotes lifelong learning, and continually seeks to improve as teachers and students. The purpose of professional development has been to improve teaching and learning to better serve students at Mount Airy High School. Professional development is available within individual curriculum areas, the high school, and through the school system.

During the 2008-2009 school year, Mount Airy High School provided professional development opportunities in the area of differentiated instruction. Professionals from each department within the school led discussions about the importance of varying instructional techniques and provided examples of how to implement the strategies of differentiated instruction.

The newly implemented North Carolina Teacher Evaluation Process was the focus of professional development for the 2009-2010 school year. Teachers were taught to pinpoint specific areas of teaching that needed improvement and to create goals to improve these weaknesses. The administrative team advised teachers throughout this process and assisted in providing appropriate professional development to ensure that teachers met their goals. This commitment to improvement ensures that teachers are equipped with the necessary tools to be prepared for a classroom of students ready to be challenged.

Teachers within the Mount Airy City School district have also been trained during the 2010-2011 school year on the importance of formative assessment. North Carolina Department of Public Instruction has introduced a program (NCFALCON) that seeks to address the on-going process of assessment. This professional development opportunity provides teachers with a model for frequent informal assessment to better observe student understanding. Ultimately, the purpose of formative assessment training is to increase student achievement, and assist teachers as they meet the needs of a diverse population. As the school continues to develop and grow, the priority of the staff and administration remains constant. A dedication to student success in the 21st Century is the main goal of all professional development.

7. School Leadership:

“Leadership is the true process of persuasion and example by which an individual or leadership team induces a group to take action that is in accord with the leader’s purpose or the shared purposes of all.”
Dr. James Gardner

Mount Airy High School embodies the words of Dr. James Gardner. Our administrative team acts as a persuasive example that permeates the faculty and staff. Through the use of a distributive leadership style, the principal and assistant principal make every effort to involve the ideas and experiences of the staff in their decision-making process. Frequent faculty meetings and effective communication allow for collaborative decisions that provide outcomes that benefit all students. Each faculty member is encouraged to have a voice within our scholastic community. This team approach induces camaraderie and a sense of ownership that deepens Mount Airy High School’s commitment to excellence.

The School Improvement Team monitors and adjusts school policy in order to address the ever-changing needs of the students, teachers, and community. This team consists of the principal, assistant principal, department chairs, a student representative, and a member of the Parent-Teacher Organization. Meetings are held once a month, with all in attendance having an equal voice to help promote action on pertinent issues and policies.

The footprints of Mount Airy High School's leadership are evident throughout the programs, relationships, and resources present in our school. The principal monitors the Curriculum and Instruction Advisory Council, which consists of teachers from each department and the curriculum director from the Local Education Agency. This team meets monthly to discuss state and national curriculum changes and effective instructional strategies. The school leaders act as an advocate for the students of Mount Airy High School within the community, while maintaining a firm, fair, and consistent disciplinary policy to ensure a positive learning environment.

The principal and assistant principal make the commitment to be available and visible throughout the school day and at all extracurricular activities. The school administrators know the students of Mount Airy on a personal and academic level. For the second consecutive year, both administrators are present at each lunch session, which allows for a more informal relationship to be developed.

School administration has limited access to monetary resources within the system. Therefore, creativity must be used when dispersing school funds. Teachers are encouraged by school leaders to seek alternative financial support to enhance the students' classroom experience. Teachers have taken advantage of educational grant opportunities, the national Donor's Choose Program, and support of local agencies. Additionally, RtTT funding will allow Mount Airy High School to have the funds to focus on STEM (Science, Technology, Engineering and Mathematics) initiatives, higher level reading strategies/materials and professional development opportunities to enhance the rollout of the NC State Common Core Standards and the NC Essential Standards.

Leadership at Mount Airy High School, through the examples set forth by the administrative team, instills pride, integrity, and a shared vision. Lao Tzu, an ancient religious philosopher stated, "When the leader's work is done, the people say 'we did it ourselves.'" This summarizes the joint effort of both administrators and teachers that serve the 21st Century learners of Mount Airy High School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Algebra I

Edition/Publication Year: 2008 Publisher: NCDPI

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	May	May	May
SCHOOL SCORES					
Level 3 and Level 4	98	90	91	80	89
Level 4	47	57	48	35	42
Number of students tested	128	91	123	146	161
Percent of total students tested	98	100	99	99	99
Number of students alternatively assessed	7	5	6	9	1
Percent of students alternatively assessed	5	5	5	6	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	95	72	89	69	76
Level 4	36	38	56	23	13
Number of students tested	64	39	57	53	45
2. African American Students					
Level 3 and Level 4	86		83	50	67
Level 4	27		58	14	6
Number of students tested	22		12	22	15
3. Hispanic or Latino Students					
Level 3 and Level 4	100	64	100		
Level 4	18	27	80		
Number of students tested	11	11	10		
4. Special Education Students					
Level 3 and Level 4	97	69	58	60	88
Level 4	24	25	9	20	31
Number of students tested	29	16	19	25	16
5. English Language Learner Students					
Level 3 and Level 4					
Level 4					
Number of students tested					
6. White					
Level 3 and Level 4	100	97	91	85	90
Level 4	56	65	55	43	46
Number of students tested	89	69	92	107	132
NOTES:					

11NC5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English I

Edition/Publication Year: 2007 Publisher: NCDPI

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	May	May	May
SCHOOL SCORES					
Level 3 and Level 4	93	80	83	77	90
Level 4	32	43	33	36	53
Number of students tested	150	115	139	164	167
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	7	5	6	9	1
Percent of students alternatively assessed	4	4	4	5	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	90	64	73	67	76
Level 4	28	16	22	25	14
Number of students tested	71	44	67	64	50
2. African American Students					
Level 3 and Level 4	87	55	56	42	76
Level 4	4	0	19	4	33
Number of students tested	23	11	16	24	21
3. Hispanic or Latino Students					
Level 3 and Level 4	90		69		
Level 4	0		5		
Number of students tested	10		17		
4. Special Education Students					
Level 3 and Level 4	70	39	52	58	65
Level 4	20	6	4	23	10
Number of students tested	30	18	23	26	20
5. English Language Learner Students					
Level 3 and Level 4			38		
Level 4			0		
Number of students tested			13		
6. White					
Level 3 and Level 4	95	87	92	89	94
Level 4	40	41	43	47	60
Number of students tested	112	91	96	119	128
NOTES:					

11NC5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	May	May	May
SCHOOL SCORES					
Level 3 and Level 4	98	90	91	80	89
Level 4	47	57	48	35	42
Number of students tested	128	91	123	146	161
Percent of total students tested	98	100	99	99	99
Number of students alternatively assessed	7	5	6	9	1
Percent of students alternatively assessed	5	5	5	6	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	95	72	89	69	76
Level 4	36	38	56	23	13
Number of students tested	64	39	57	53	45
2. African American Students					
Level 3 and Level 4	86		83	50	67
Level 4	27		58	14	6
Number of students tested	22		12	22	15
3. Hispanic or Latino Students					
Level 3 and Level 4	100	64	100		
Level 4	18	27	80		
Number of students tested	11	11	10		
4. Special Education Students					
Level 3 and Level 4	97	69	58	60	88
Level 4	24	25	9	20	31
Number of students tested	29	16	19	25	16
5. English Language Learner Students					
Level 3 and Level 4					
Level 4					
Number of students tested					
6. White					
Level 3 and Level 4	100	97	91	85	90
Level 4	56	65	55	43	46
Number of students tested	89	69	92	107	132
NOTES:					

11NC5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jun	Jun	May	May	May
SCHOOL SCORES					
Level 3 and Level 4	93	80	83	77	90
Level 4	32	43	33	36	53
Number of students tested	150	115	139	164	167
Percent of total students tested	100	99	99	98	99
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Level 4	40	41	43	47	60
Number of students tested	112	91	96	119	128
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11NC5